

**Lamar University – M.Ed. in Educational Technology Leadership**

## Reflections of Course-based Embedded Assignments

***Directions:*** In submitting your Course-based Embedded Assignment located in Appendix I of the Internship Handbook, you are required to complete a reflection of the identified assignments in your course wiki/e-portfolio. These reflections will be used to assist you in completing your EDLD 5388/5370 (\*Please note that course number changes in Fall 2010\*) Internship comprehensive exam final report. Students should use and cite their textbook references as well as two additional references when writing each reflection. The reflection must consist of statements regarding the knowledge you gained from the assignment and how the assignment helped you master the Technology Facilitator Standard(s) /Indicator(s).

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| Course Number: | Course Name: | Course-based Embedded Hours(see Appendix I) |
| **5306** | **EDLD 5306** | **12** |

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| Description of theAssignment/Performance Tasks(see Appendix I) |  |
| Note: Reflection at a critical level means writing text that reveals your opinion of the reading or experience, why you hold that opinion, how the experience/assignment/reading could be improved, how you see the reading or experience as consistent or inconsistent with what you have learned so far, implications for the future, etc. Reflection should include more content than just a recitation of facts and you should document your writing with a minimum of 3 references.  **Self –Assessment**  1. Critically reflect (see note above; not just recitation of facts) upon the knowledge you gained from the assignment. (3 Points)  2. Critically reflect upon the relationship between any new information you gained from the assignment with old information you previously held to be true. (2 Points)  3. How did the relationship between the old and new information you learned affect your personal experience with the assignment? (2 Points)  **Learn as a Learner**  1. Critically reflect (see note above; not just recitation of facts) upon your approach and strategies used in completing the assignment. (3 Points)  2. Critically reflect upon how you learn as a learner and how you assess your own performance in completing the assignment(s). (2 Points)  3. How did your learning and interaction with colleagues (such as discussion forum, web conferences, wiki and blog participation, etc.) affect the results of your performance? (2 Points)  **Lifelong Learning Skills**  1. Critically reflect (see note above; not just recitation of facts) upon what you gained about learning and how you learn that will impact your future learning. (3 Points)  2. How will your past interactions and collaborations with colleagues impact your future learning experiences? (2 Points)  3. As a lifelong learner, what questions or issues challenge you and are worthy of future research or investigation? (2 Points)  **Additional Criteria**  1. Content posted to e-Portfolio wiki/blog/Google site (1 Point)  2. Mechanics (1 Point)  3. APA Format (1 Point)  4.Minimum of 3 References (1 Point)    (Maximum 25 points) | **Assignment 1** – In week 1, we looked at the educational technology in terms of the Texas Long-Range Plan for Technology, the Technology Applications TEKS, and the Technology Applications Inventory. All states are required to submit a technology plan to the United States Department of Education. During this week, we researched our state education agency’s plan for technology in PK-12 schools and summarized the key ideas of the technology plan for our state. We also researched the PK-12 curriculum standards in our state to find requirements for technology for our state or the national standards. We also completed several assessments during this week to assess our own temperament, understanding of learning styles, leadership skills, and requisite knowledge for the implementation of technology on my own campus.  The Keirsey Temperament Sorter is a self- assessment used to determine your temperament. It assesses you as one of four temperaments as identified by Dr. David Keirsey: Guardian, Idealist, Artisan, or Rational. We learned that temperament is a configuration of observable personality traits, such as habits of communication, patterns of action, and sets of characteristic attitudes, values, and talents. It also encompasses personal needs, the kinds of contributions that individuals make in the workplace, and the roles they play in society. (http://[*www.keirsey.com*](http://www.keirsey.com)/sorter/user, 2010) I found that I was the guardian temperament. I feel that this classification matched my temperament style. After evaluating the results of my personality type as a Guardian, I can take a deeper look at myself as an individual to assist me in being a better leader. These characteristics can be utilized to help me analyze the traits that can help me work well and focus on some of the behaviors that I can improve on. Guardians tend not to be as comfortable stepping out there or “blazing new trails” and I feel that being a teacher or tech leader requires us to be extremely flexible at times and to expose other co-workers and students to the new and innovative technology changes that are happening in the world around us. I do feel that the Guardian personality type does match my personality characteristics such as working with people and being dedicated to responsibilities. I feel that I am a loyal, disciplined person and a firm believer in the team concept. Having my coworkers and people around me content is important to me. But I do feel that even though procedures and schedules are important that sometimes the Guardian personality trait will still need to be careful but yet allow for change so that we can adapt to our ever changing technological environment. This was a really good exercise and made a take a deeper look at ourselves and how we can best function in our job as a technology leader.  In the next part of the assignment we had to take the Multiple Intelligence Inventory which is based on Howard Gartner’s theory of multiple intelligences. The multiple Intelligences (MI) theory is based on the belief that we all possess at least eight unique intelligences through which we are able to learn/teach new information. <http://lth3.k12.il.us/rhampton/mi/mi.html> In the assessment of the top three intelligences, I scored the highest in the musical intelligence at a 4.29. The nature or naturalists intelligence was my second highest intelligence at 4.14 and my third highest was self at 3.57. Social intelligence was fourth level at 3.43. Body movement or kinesthetic and logic/math were ranked fifth and sixth intelligence with language and spatial at the lowest levels. All of the intelligences were close to 3.0 or just below. I do feel that this was relatively a good assessment of the eight intelligences. This assessment was consistent with some of my preferences in life, but inconsistent in one area. Math/logic intelligence is an area that I feel might have scored higher as an intelligence level. I enjoy logic puzzles and games and have always enjoyed math and mathematical equations. This assessment helps in knowing where you have insight and you can utilize this knowledge in helping to train, assist, and support students, teachers and administrators in the guidance process of your job.  We took a leadership skills assessment. After evaluating the leadership skills assessment, I found that I ranked the highest in the area of motivating others, communication, and personal traits. Developmental skills are also ranked high in my leadership skills assessment. I think that I could encourage others in the area of communication by compelling them to possibly teach some of the technology workshops that we have or promote them to coach and mentor those individuals that need some technology instruction in specific area. I could challenge them to share their knowledge and skills by giving more feedback to others about possible methods of using more technology on our campus and in classrooms. After evaluating the leadership skills assessment, I found that I ranked the lowest in the area of group skills and project planning. In the position technology coordinator for our campus, these roles are not incorporated in my position specifically. I do not have as much experience in these areas. I could pay close attention to those individuals in leadership roles to learn and to grow more in the areas of project budgeting or developing timelines. I could possibly ask questions of the technology directors and administrators for as district when they take care of their responsibilities in the areas of budgeting and future planning for district technology.  We also did a survey to assess our technology skills. This gave us better insight into know what areas we could provide enrichment opportunities and what areas that we need further support and training. Technology is such a fast paced growing area that we never stop learning and exploring new opportunities for growth.  The LoTi Digital-Age Survey provides each participant with an empirically-validated tool that creates a personalized digital-age professional development profile aligned to the NETS for Teachers (NETS-T). This profile offers recommendations aligned to five popular instructional initiatives including (1) Level of Teaching Innovation (LoTi), (2) Partnership for 21st Century Skills, (3) Marzano’s Research-based Instructional Practices, (4) Daggett’s Rigor & Relevance, and (5) Webb’s Depth of Knowledge. This allowed us to Take the digital age survey to determine professional development priorities. It provided insight into professional development opportunities and web links that might be helpful.  After taking the teacher survey for the State Educational Technology Directors Association, I arrived at several conclusions. There is some data being collected in our district to access the technology usage in our district and how it is impacting students’ technology literacy. We are definitely at an increase in the amount of technology devices that are available to students, teachers, and administrators. There is also more educational software in subject areas available to our schools. This includes the use of some online study tools to aid teaching efforts in tutorials and re-teach areas. Many of the teachers are utilizing more multi-media resources, digital presentation projectors, and presentation devices in their classrooms regularly. Campuses have additional computer labs to allow students more time using technology. Our district does encourage the use of technology and has yearly district wide technology training. The presenters for these training sessions are teachers from within our own district. These instructors are compensated with small stipends. Teachers and administrators are encouraged to communicate using email. There are online tutorials available for assistance in electronic attendance, electronic grading and other online programs used by teachers. There is reliable high speed access to the Internet in classrooms, labs and media centers. There is software appropriate for content area and student age. Sometimes there is limited technical support due to the staffing in this particular area. We have a computer lease program which enables teachers, staff, administrators and students to have relatively new computer on a three year rotation. This includes internet access, high speed internet access, software, and technology tools. There are not as many distance learning opportunities available to teachers and administrators. There is a limited amount of distance learning opportunities available to high school students for college course work. Teachers are encouraged to utilize their technological resources and use these readily in classroom and labs. There are some lesson plans and online curricula available. There are no stipends available for incentives provided for teachers using best practices related to technology. There does appear to be more teacher parent and administrator parent communication due to technology through being able to communicate via email with parents. This has impacted student success in the classroom with the updated technology usage of email and online parent access to parent portion of the electronic grade book.  This was a very intense week, but I learned so many things about myself, my technology skills and weaknesses, and how I could be a better educator, trainer, and teacher. Sometimes it is very helpful to evaluate yourself, reflect, and think about the many methods that you can use to do your job in a better way. |